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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: 1 MATHS, Number (**Explain n+1) | | | | | **Driving Supporting XDiscipline-Specific** | | | | |
| **Modality**  **X Visual**  Kinaesthetic  Auditive | **Style**  Mastery  **xUnderstanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  **X Process-focused**  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars**X**Checklist  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:** Identifies n+1 (one more) when comparing quantities +1 | | | | | | **Skills:** Thinking (Comprehension ) | | | | | |
| **Materials:** Multilink cubes, Maths notebook | | | | | | **Grouping**  Individual  Pairs  Small group  **X Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  **Parallel**  XStations |
| **Date:** Week 15 (Nov 25-29/13) | | | **Time:**  25 minutes | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Teacherwill show the multilink cubes to the group and will ask them to make towers from each number (1-10) and put them in order. Teacher will model the first 3 towers and will ask the children to work independently. | | | | | | | | | | | |
| **Main Activity:** Once they’ve found all the quantities from one to ten they must draw them in their notebooks. Explain to them that one square represents one cube. While they are drawing, ask each child at a time: “Why did you organize them like this? How many more does this (2) have than this other (1)? Or How many more does this (1) need to be like this (2)?. Child should answer***1 more…***Continue asking the difference between each pair of towers to 10.    Take one tower that is 2 or 3 cubes longer than another, place them in sequence and ask the child: “can this go here?, yes/no, Why?”  Tell the child that you will take away some towers and he/she must put them in order again and find out where the ones missing go in the sequence. Take away 2 or 3 towers and let the child find out. When he/she does it, ask him/her how he/she found out. The child should say ***because this tower has 2 or 3 more cubes than this one and it must have only one more than the other.***  Repeat the questions with each child. | | | | | | | | | | | |
| **Tier 1:** TheseChildren are able to figure that 2 is one more than one and 3 is one more than two… etc. Can be told they could write these n+1 equations: 1+1=2; 2+1=3; 3+1=4; etc. and ask them to write the equations right above the tower where they belong to. | | | | | | | | | | | |
| **Tier 2:** Work separately from 1 to 5 and then from 6 to 10. Each child must draw in his/her notebook each quantity from one to 10 and write the matching number. | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** | | | | | | | | | | | |